## Transcript of the Testimony of

## YVANIA GARCIA-PUSATERI, PH.D.

May 26, 2022

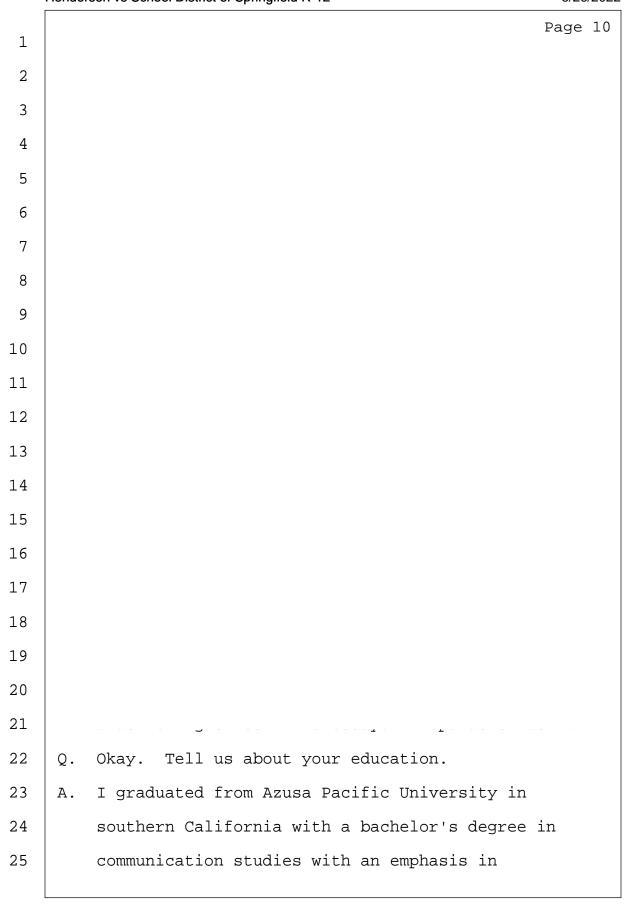
Henderson vs School District of Springfield R-12 6:12-cv-03219-MDH



Alpha Reporting & Video 1911 S. National Ave., Suite 405 Springfield, MO 65804 Phone: 417-887-4110

transcripts@alphareportingservice.com www.alphareportingservice.com

Exh. G

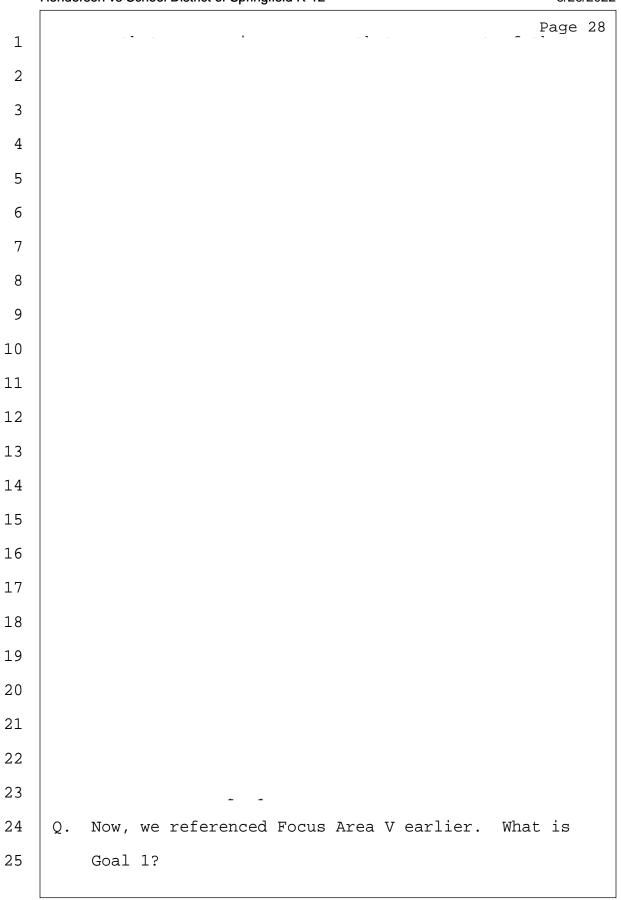


1	Page 11 journalism. I have a master's degree in college
2	counseling and student development from Azusa
3	Pacific University. And I have a Ph.D. in
4	educational leadership from Miami University of
5	Ohio.
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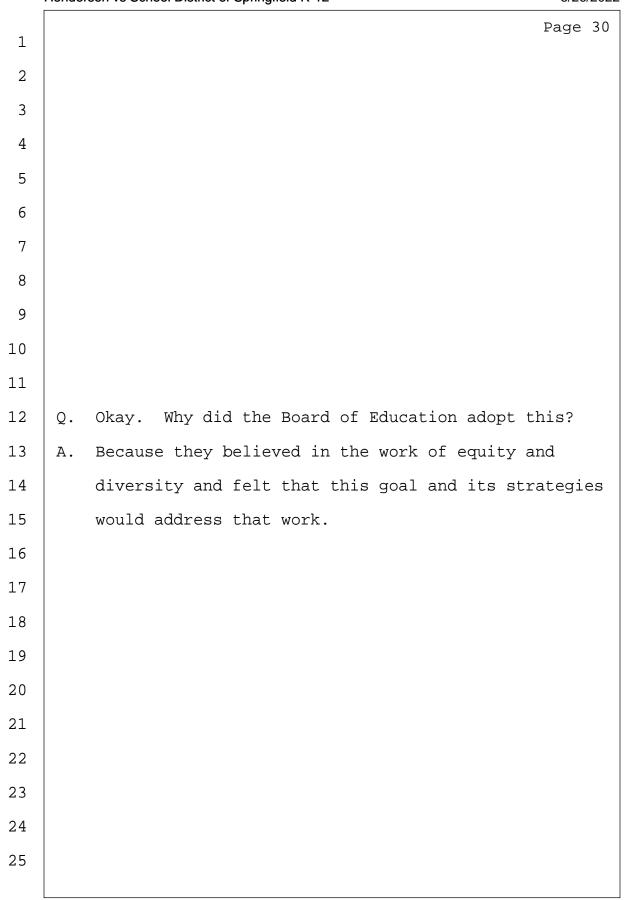
1		Page 15 little over three years. And then I started my role
2		as chief equity and diversity officer in the
3		District.
4	Q.	(By Mr. Boucek) And that was what year?
5	Α.	And that was the year of 2019.
6	Q.	What are your job duties?
7	Α.	My job duties is to supervise my team, work with the
8		superintendent and her cabinet as well as executive
9		leadership team to oversee initiatives and programs
10		focused on equity and diversity, supporting the
11		District when it comes to, you know, academics, HR
12		curriculum, learning, and really provide a
13		perspective on what it means to create initiatives
14		that are going to be equitable for all students.
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11	Q.	Is that one of the slide decks that were used for
12		training?
13		MR. BOUCEK: Jeff, if you want to put it up
14		on the TV, go ahead.
15	A.	To my recollection, this particular slide deck, I
16		believe, was used during the first three sites that
17		were trained.
18	Q.	(By Mr. Boucek) Okay. Do you know which sites those
19		were?
20	A.	I believe, to my recollection, that it is Boyd,
21		Bissett, and Bingham.
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16	Q.	(By Mr. Boucek) Okay. I think you already answered
17		this. In the fall of 2020 were you responsible for
18		the equity and diversity department?
19	Α.	Yes.
20	Q.	All employees there?
21	Α.	Yes.
22	Q.	Does that include the programming of the equity and
23		diversity department?
24	A.	Yes. Overseeing the programming, yes.
25	Q.	And what is the Equity and Diversity Advisory

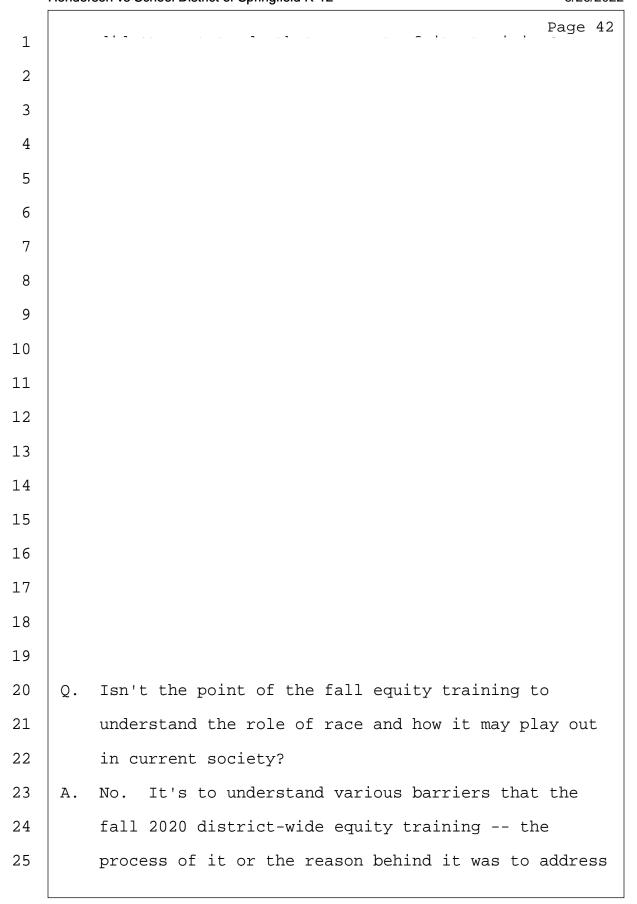


1	A.	Page 29 Goal 1 addresses training in professional learning.
2	Q.	For what?
3	A.	For the District. Focus on the expiration of
4		identity and self.
5	Q.	I'm sorry? Say that again.
6	Α.	It's focus on it's focus on training and
7		professional development, but around the areas of
8		identity and self exploration of identity and
9		self.
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2	Q.	Why is training in the identity and the exploration
3		of self?
4	Α.	Because that's the training that we were going to
5		create was going to hit on understanding identity,
6		understanding self, and how it can better the
7		efficiencies of our teachers and staff and leaders
8		so that they can create more equitable working and
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12	Α.	Because it's important for us to understand
13		ourselves. Understand that all of us have identity,
14		all of us have experiences. And once we do that, it
15		helps us better create more safety and support in
16		the classroom; therefore, having a stronger academic
17		outcome.
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12	Q.	And did that in turn lead to the District's equity
13		training including fall of 2020?
14	A.	I believe that it was just a continuation of the
15		district-wide equity training that happened in the
16		fall of 2019.
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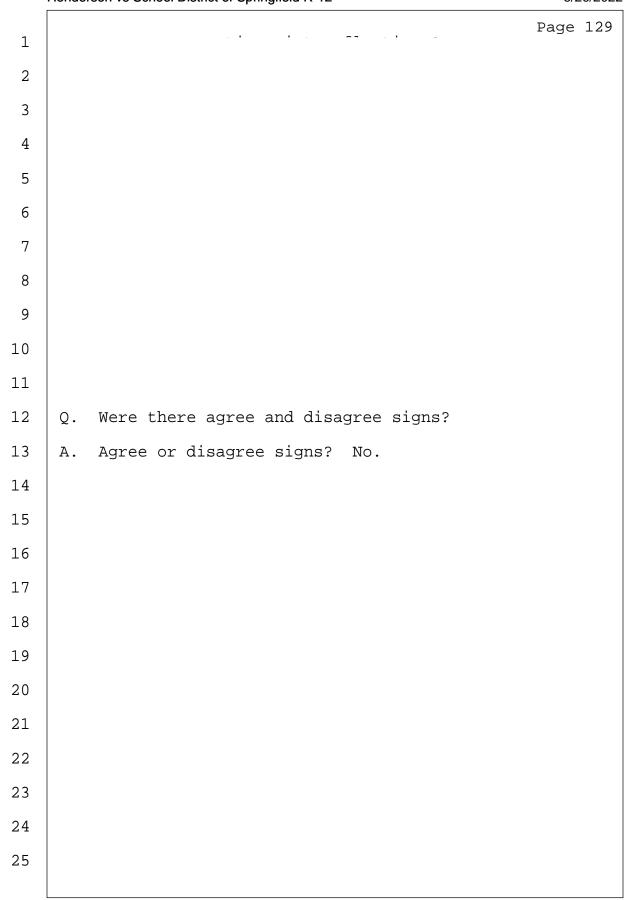
1		Page 43 and understand barriers that students and staff may
2		encounter in systems like this and to understand how
3		barriers impact systems.
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12	A.	The 2020 district-wide equity training was to
13		understand how barriers impact students and staff in
14		systems like education and what are some tools on
15		how staff can address that and understand it and
16		create more equitable environments for students.
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5	Α.	The training the 2020 district-wide equity	
6		training, the role of it was to address barriers	
7		that impact our students and staff.	
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7	A.	To my understanding, at that time, 2019, the
8		District wanted to engage in equity work. And the
9		best way to start engaging in that work is to start
10		doing professional learning around the topics so
11		that all staff had an understanding of what equity
12		is and how it might have positive impacts in the
13		classroom and in the workplace.
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Page 55 1 2 3 4 5 6 7 8 9 So is equity a means to an end or is equity an end? 10 0. 11 It can be both? I'm just asking you. Are you also 12 saying that is a goal in and of itself or that it's 13 a means to achieve a particular outcome? That's my 14 question. 15 I believe it's a value the District has committed Α. 16 to. And they see that equity not only supports 17 students in the classroom, they feel safe. 18 Yeah. O. 19 Which means they have attendance. That means they 20 have better academics. That means that they have 21 lower discipline rates. That equity was going to be something they wanted to do for students to make 22 23 them feel safe and, therefore, have better academic 24 outcomes. 25

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15	Α.	I would say there's been no formalized manner in
16		defining it. But the way that we define it as a
17		department and the way that we work with equity is
18		to ensure that we are meeting the unique needs of
19		students and staff to ensure that they're finding
20		their way to success.
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6	Q.	And one of the terms that's used in the training,
7		was it underrepresented and underresourced?
8	A.	Yes. Those were the terms that the District was
9		already using before I started at the District.
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11	Q.	Goal, Slide 5, second paragraph underrepresented or
12		facing difficult issues. My question to you, are
13		those difficult issues the ones you outlined
14		previously?
15	A.	Yes. Based on the data the District has, so
16		graduation data, discipline data, attendance data.
17	Q.	And it's everyone's responsibility at SPS to address
18		those shortfalls; right?
19	A.	Yes. To look at the data and to see where the
20		barriers are for our students and then figure out
21		ways how we can create better practices that have
22		more equitable outcomes.
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22	Q.	And is being silent when you're called upon
23		professional?
24	A.	I think it's I think people if they say "I
25		don't feel comfortable answering at this moment" or

Page 212 "I cannot answer," that is completely fine. 1 What if they just look at you and say "I'm not going 2 0. to answer that question. I disagree"? 3 I mean, then that for me, that's about -- okay, 4 5 then. I'm not going to force an answer out of you. 6 Then I'm going to move forward with people who want to engage. 7 So silence was acceptable? 8 Q. 9 You know, I think silence -- I wish people would --10 would want to contribute or engage, but I'm not 11 going to force them. 12 13 14 15 16 17 18 19 20 21 22 23 24 25

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15	A.	I think for some, it takes time for them to
16		internally process. So some people might have just
17		said, you know again, like, engagement is going
18		to look different. Our hope was that some people
19		would be able to talk about what was talked about in
20		the groups if they felt comfortable to do so.
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1	Q.	Page 229 Do you recall her bringing up Kyle Rittenhouse and
2		how he might have been defending himself?
3	A.	I don't recall that, no.
4	Q.	So you're not in a position to dispute it if she
5		says that she brought up Kyle Rittenhouse?
6	A.	I can't remember what she said.
7	Q.	You're not in a position to dispute it if she says
8		that you told her she was wrong?
9	A.	I'm not in a position to because I don't recall that
L O		interaction.
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25	Q.	Do	you	recal	l any	conve	ersation	about	whether	or n	ot

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1		parents were oppressors of their children?
2	Α.	I don't recall saying.
3	Q.	You don't recall it or you dispute it?
4	A.	No. I'll dispute it. I didn't say that.
5	Q.	Did you talk about parents being oppressive in any
6		sense of the word?
7	Α.	No. I did not say that.
8	Q.	You're saying that definitively?
9	Α.	Yeah. I didn't say that.
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8	Q.	Did the topic of socialism come up at all at		
9		Ms. Henderson's session?		
10	Α.	I don't recall that either.		
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11	A.	I don't recall saying that. This is for adults
12		learning, their own development, broadening their
13		perspectives so they can find ways on how they can
14		better identify the barriers in a system that is
15		impacting students.
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9	Q.	So the concept you're teaching would actually be
10		inappropriate for a teacher to teach in a classroom?
11	A.	These concepts are not made for children or
12		students.
13	Q.	So it would be inappropriate for a teacher to teach
14		them in a classroom?
15	A.	In the way that it's being presented here, it's not
16		made for students.
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